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ABSTRACT

Specifications are provided for the design of 33 student activities that teachers may use to plan and conduct cross-cultural lessons. The book is appropriate for use in elementary, secondary, and higher education. Six dimensions of cross-cultural understanding and inquiry are discussed in terms of learning conditions which the teacher needs to create in order to develop and use learning activities. The book does not list specific activities, but it discusses general types of activities best suited to learning in each dimension. Specifications are given for design and use of activities which (1) stress acquisition of accurate information about other cultures; (2) help students acquire and apply concepts that will increase their ability to understand cross-cultural behavior; (3) demonstrate use of analytical constructs to organize cross-cultural inquiry; (4) refine valuing skills within social and cultural restraints; and (5) simulate conditions found in a culture other than the students' own culture of socialization.

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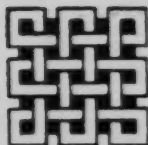
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PLANNING CROSS-CULTURAL LESSONS

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SPECIFICATIONS FOR THE DESIGN OF
THIRTY-THREE LEARNING ACTIVITIES

J. DOYLE CASTEEL & MIRIAM WILLIFORD

A NATIONAL SEMINAR PUBLICATION

LATIN AMERICAN STUDIES ASSOCIATION

1976

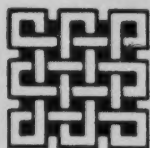
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PREFACE

In the summer of 1975, the commitment of the Latin American Studies Association to the teaching of cross-cultural studies took tangible form in the first National Seminar on the Teaching of Latin American Studies. Participants included teachers from elementary, middle, junior high, senior high schools, community colleges, and universities. These sixty master teachers joined a faculty of thirty-five Latin Americanists and professional educators for an intensive two weeks on the University of New Mexico campus at Albuquerque.

The value of cross-cultural studies and the need to expand and improve the teaching of Latin American Studies prompted the Seminar to concentrate on two key problems: teacher training and the development of curriculum materials.

Such an emphasis was designed to extend the work of the Seminar well beyond the Albuquerque group and its two week program. Through in-service workshops and conferences conducted by participants and the publication of materials developed at the Seminar, other teachers share its results, *the beat goes on*.

The material in this volume, the first of the National Seminar publications, was developed for the Seminar, was refined at the Seminar, and further tested with teachers in the field.

In writing this volume, care has been taken to use clear, concise language; in reading, equal care should be taken. For these specifications to be of value, they must be studied, not simply read as a novel.

Space precludes an acknowledgment of all those who made the Seminar the success that it was, but propriety demands that some be formally recognized. The Tinker Foundation provided the grant that made an idea reality. We especially wish to thank Miss Martha Muse, President of the Tinker Foundation, for her faith in our dream and Dr. Erika v.C. Bruce, Program Director of the Tinker Foundation, for her gracious gifts of time, advice, and assistance in planning for the proposed Seminar.

The persons whose abilities, creativity, dedication, warmth, and humor gave the Seminar its special quality, that caused the Seminar to have a life and character all its own were the

participants. To them (see Appendix A) we owe our deepest gratitude, and we thank those National Defense Education Act (NDEA) Centers, the Regional Latin American Councils, the Consortium of Latin American Studies Programs (CLASP) Steering Committee, School districts, and LASA members who nominated them.

The distinguished faculty brought substance to the Seminar; their interaction with participants created a chemistry that made the Seminar unique (see Appendix B), and we owe them an equal debt.

Very special thanks go to Felicity Trueblood, Executive Director of LASA, who maintained her usual grace and aplomb whatever the crisis; and to the LASA Executive Council, in particular, to Richard Fagen, President, and the CLASP Steering Committee and its chairperson, Doris Turner, who were unflagging in their support and assistance.

The contributions of the NDEA Centers and their Directors, Texas, William Glade; Tulane, Richard Greenleaf; Wisconsin, Micheal Riley and Norman Sachs; Florida, William Carter; New Mexico, Marshall Nason; and UCLA, Johannes Wilbert, were major. They gave generously to the Seminar in both human and physical resources.

We are grateful, too, to the University of New Mexico for all of their generosity and kindness. In particular, we are indebted to Marshall Nason who gave unstintingly of his time.

Special thanks go to Winthrop College which made my Seminar work possible, in particular to Provost F. I. Brownley, Jr. for his encouragement and understanding and to the staff of Joynes Center, Aleda Hooper, Judy Finch, Stella Evans, and Jean Pursley for their patience, hard work, and good humor.

Miriam Williford

Winthrop College
12 February 1976

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INTRODUCTION

The student of today lives in a world that continually grows smaller, so small in fact that some persons have begun to speak of our global village. At the same time, the student of today lives in a divided, complex, and dangerous world in which civilization totters on the brink of disaster. For the peoples of the global village have built towers to commemorate their ethnocentricism and, even when one group seeks to communicate its knowledge, perceptions, or beliefs to another group, the message is received as a babel having little meaning and less value. To erode the barriers that make cross-cultural sharing and communication nigh impossible is the task of those who teach foreign languages, the humanities, and the social sciences. It is our hope that *Planning Cross-Cultural Lessons* will provide these teachers with a tool relevant to this challenge.

This book is thus intended to extend the number of student activities that teachers may employ as they plan and conduct cross-cultural lessons. If teachers wish to stress the acquisition of accurate information about other cultures, they will find that specifications for the design and use of nine information processing activities are presented. If teachers wish to help students acquire concepts that, in turn, will increase student ability to understand cross-cultural behavior, they will find that specifications for the design of five concept acquisition and four concept application activities are presented. If teachers wish to help students learn to employ the types of analytical constructs social scientists use in order to organize cross-cultural inquiry, they will find that specifications for the design of five activities are presented. If teachers wish to help students refine valuing skills within social and cultural restraints, they will find that specifications for the design of five valuing-skill activities are presented. If teachers wish to simulate conditions a student might encounter in a culture other than the student's culture of socialization, they will find that specifications for the design of five decision-making activities are presented.

This book is also intended to fulfill other analytical purposes. Currently available resources related to the study of a cultural area, e.g., Latin America or Sub-Sahara Africa, might be catalogued,

according to the specifications to be presented, in order that teachers could more readily locate and use them. Currently available teaching materials for a given cultural area might be categorized, according to the specifications to be presented, in order to determine those aspects of cross-cultural learning that are neglected or ignored. Scholars concerned to reach out and help classroom teachers develop learning materials might use the specifications to be presented in order to isolate, define, and share responsibilities. Writing teams of scholars and teachers might use the specifications to be presented in order to develop exemplary cross-cultural learning materials in the hope that such models would influence commercial publishers.

OVERVIEW

Planning Cross-Cultural Lessons presents and defines six dimensions of cross-cultural understanding and inquiry. These six dimensions are:

- Information acquisition
- Concept acquisition
- Concept application
- Rule learning
- Valuing
- Decision making

Each of these six dimensions is further divided into learning activities.

As each learning activity is presented, it is defined in two stages. First, the learning conditions a teacher would need to create in order to develop and use a learning activity are presented. Second, the student performances a teacher would expect to observe when students are engaged in a particular learning activity are listed. In order that the reader may study the relationships between learning conditions and anticipated student performances, the learning conditions and anticipated student performances are invariably presented on facing pages.

1.1

INFORMATION ACQUISITION ACTIVITIES

LEARNING CONDITIONS

A learning resource containing information a teacher wishes students to acquire.

A means of displaying the resource in order that students may study it.

Directions that include the following:

Encouragement to read carefully.

A promise that students will eventually be responsible for answering specific questions.

Uninterrupted time for students to study the resource.

Teacher use of *specific* questions, *after* students have attended to the resource.*

Teacher review of students' responses to specific questions (lesson closure).

*Specific questions are questions of: who? what? when? where? how much? how many?

ANTICIPATED PERFORMANCES

Students will acquire new information, as demonstrated by accurate responses to specific teacher questions about the resource.

Students will retain the information, as demonstrated by responses to subsequent test questions.

1.2

INFORMATION SEARCHING ACTIVITIES

LEARNING CONDITIONS

A learning resource containing information a teacher wishes a student to acquire.

A means of displaying the resource in order that students may study it.

An instructional topic, a concept, or an idea the teacher wants students to use in order to search for data in the resource.

Directions that include the following:

The topic, concept, or idea—for which students are to search for data—is stressed.

The eventuality of questions is noted.

The teacher exhorts students to study carefully.

Uninterrupted time for students to study and process the resource.

Teacher use of specific questions, *after* students have studied the resource.

Teacher use of *structured, relational* questions, *after* students have studied the resource.*

Teacher closure that includes:

A summary of data cited by students.

A summary of relationships as stated and explained by students.

*If the teacher establishes a context within which a question is to be understood, the question is *structured*. If the context given and the question raised encourage students to frame relationships between data or ideas and the focus of study (e.g., the idea being taught), the question is *relational*.

ANTICIPATED PERFORMANCES

Students will locate and cite data related to the topic, concept, or idea provided by the teacher, as demonstrated by responses to specific questions, i.e., search.

Students will explain relationships between the data they cite and the topic of study provided by the teacher, as demonstrated by responses to structured, relational questions.

Students will retain data related to the topic of study, as demonstrated by responses to subsequent test questions.

1.3

VALUATIONAL ACTIVITIES

LEARNING CONDITIONS

A learning resource containing information the teacher wishes students to acquire.

A means of displaying the resource in order that students may study it.

An instructional focus—an idea, a concept, or a topic—that students may use in order to search for and process data.

Directions that include the following:

Topic, concept, or idea at the focus of study is cited.

Eventuality of specific, relational, and value/feeling questions is noted.

Students are encouraged to study carefully.

Student study time is free of interruptions.

A teacher who uses specific questions *after* students have studied the learning resource:

A teacher who uses structured, relational questions *after* students have studied the learning resource.

A teacher who uses *structured, value/feeling questions** *after* students have studied the learning resource.

A teacher who provides lesson closure:

Summary of data.

Summary of relationships.

Summary of value/feeling responses.

*If the teacher raises a question seeking value ratings, judgments, judgmental criteria, or feelings, the question raised is a value/feeling question.

ANTICIPATED PERFORMANCES

Students will cite data related to the focus of study.

Students will frame relationships between data and the focus of study.

Students will explain the relationships they frame.

Students will assign value ratings.

Students will anticipate the human consequences of data and relationships.

Students will share feelings.

Students will make "ought to" statements.

Students will generate alternative choices.

Students will identify and state judgmental criteria.

1.4

CONTRAST ACTIVITIES

LEARNING CONDITIONS

Two learning resources, each containing information the teacher wishes students to acquire.

A means of displaying the two resources in order that students may study them.

An instructional topic, a concept, or an idea the teacher wants students to use in order to search for data.

Directions that include the following:

- The topic, concept, or idea, according to which data is to be sought, is presented.

- Eventuality of learning tasks is indicated.

- Students are encouraged to study carefully.

Uninterrupted time for students to study and process the resources.

Specific questions students use in order to gather data from each resource, according to the topic, concept, or idea being studied.

A teacher who asks students to contrast the information in the two resources.

Teacher closure that includes the following:

- A summary of data cited by students.

- A summary of differences identified by students.

ANTICIPATED PERFORMANCES

Students will cite information from the first resource that is related to the focus of study.

Students will cite data from the second resource that is related to the focus of study.

Students will indicate ways in which the two resources are different, i.e., contrast.

Students will indicate ways in which the two resources are similar.

1.5

ROLE ACTIVITIES

24

27

LEARNING CONDITIONS

Four stories, each depicting a person fulfilling a role within a culture and all of whom are fulfilling the same role, e.g., mother, father, daughter, son, kinsman, godfather, leader.

A means of displaying the four stories in order that students may study them.

Directions that include:

The importance of understanding how the role being studied functions in a cultural setting is explained.

Students are informed that they will be expected to complete learning tasks, once they have studied the four stories.

Questions that students may use (individually or in small groups) in order to complete the activity. (See illustrative reaction guide for role sets, below.)

Lesson closure that includes:

A summary of how the role being studied is fulfilled in the culture.

Citation of ways in which individuals vary from the pattern but, nevertheless, satisfy role expectations.

ANTICIPATED PERFORMANCES

Students will describe how each person depicted fulfills the role expectation being studied.

Students will construct an *ideal type* for the role at the focus of study. (This is their response to Question 5 on the reaction guide, below.)

Students will determine how each story differs from the ideal type constructed.

ILLUSTRATIVE QUESTIONS FOR ROLE ACTIVITIES

- 1.** How did the person in the first story fulfill role expectations?
- 2.** How did the person in the second story fulfill role expectations?
- 3.** How did the person in the third story fulfill role expectations?
- 4.** How did the person in the fourth story fulfill role expectations?
- 5.** Four persons are described in the four stories. What do *all* four of these persons do in order to meet role expectations?
- 6.** Look at your response to Question 5. How does the person in the first story differ from the behaviors you listed in response to Question 5?
- 7.** Refer to your response to Question 5. How does the person in the second story differ from the behaviors you listed in response to Question 5?
- 8.** Given your response to Question 5, how does the person in the third story differ from the common pattern of behavior?
- 9.** Given the common pattern of behavior the persons you studied employed in order to fulfill role expectations, how is the person described in the fourth story unique?

1.6

STEREOTYPIC ACTIVITIES

LEARNING CONDITIONS

A cartoon presenting a stereotype of members of region, sub-culture, or culture and displayed as an overhead transparency.

A rapid order display of ten to fifteen photographs (arranged as slides, in a filmstrip, or in a film loop) of persons within the region, sub-culture, or culture being studied; or

A rapid order display of verbal interactions about an event or issue by members of a region, sub-culture, or culture organized and presented by audio cassette recording.

Questions that students use in order to:

- List data consistent with the stereotype.

- List data inconsistent with the stereotype.

- Consider the human consequences of the stereotype.

Lesson closure that includes:

- A review of how the stereotype is maintained.

- A review of data inconsistent with the stereotype.

- An indication of the potentially harmful effects of the stereotype.

ANTICIPATED PERFORMANCES

Students will identify how the stereotype is maintained by selective perception.

Students will explain ways in which the stereotype violates data.

Students will explain how the stereotype might result in injustice for members of the region, sub-culture, or culture being studied.

Students will explain how the stereotype might damage those who hold and use the stereotype.

1.7

SORTING ACTIVITIES

LEARNING CONDITIONS

A generalization about a culture, such as those found in elementary and secondary textbooks.

A universe of data (a list of fifteen or more factual statements) displayed so that students may easily retrieve information from the data bank.

A universe of data, some of which is consistent and some of which is inconsistent with the generalization presented.

Directions that include:

- An explanation of the activity.

- Instructions to the effect that all data is to be presumed accurate and that no other data is to be considered.

Structured response guides that students may use individually or in small groups.

Lesson closure that includes:

- A review of the procedures used.

- A summary of the extent to which the generalization was found to be valid.

ANTICIPATED PERFORMANCES

Students will sort the data provided into two columns, data consistent with the generalization being placed in one column and data inconsistent with the generalization being placed in a second column.

Students will assess the validity of the generalization presented.

1.8

INFERENTIAL ACTIVITIES

35

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LEARNING CONDITIONS

Data about four entities that possess common characteristics, e.g., four cities, four countries, four poems, four movements, four songs, four eras, four groups, four leaders, or four regions.

Data about four entities arranged in columns, so that students may readily retrieve data in order to fulfill the assignment.

Teacher informs students that they are to presume that all the data given are accurate and that no other data are worthy of being considered. (This is a universe of data).

Questions that cue appropriate student responses.

Students arranged in groups of four or five with a designated recorder.

Teacher closure that includes:

- A summary of important information about each entity.

- A review of significant ways in which the entities studied vary.

ANTICIPATED PERFORMANCES

Students will indicate how the first entity differs from the second, the third, and the fourth entities.

Students will indicate how the second entity differs from the third and from the fourth entities.

Students will indicate how the third entity differs from the fourth entity.

Students will select the two entities that are most similar, citing data to support this inference.

Students will select the one entity that differs most from the two selected as most similar, citing data to support their selection, i.e., infer.

1.9

CONFRONTATION ACTIVITIES

LEARNING CONDITIONS

A symbolic event or condition that has alternative meanings in two cultures, one culture being the culture in which the student was socialized and the second culture being the focus of study. Some examples are the family, the Panama Canal Zone, or Castro.

A resource from which students can gather information related to the meaning of the symbolic event or condition in the culture that is the focus of study.

A resource from which students can gather information related to the meaning of the symbolic event or condition in their culture.

Directions that include:

An explanation that one event or object may possess more than one meaning.

A reminder to study carefully and be prepared to respond to questions.

Specific questions students can use to focus on important information.

Structured questions that students can use in order to compare the two symbolic events or conditions presented.

Teacher closure that includes:

The importance of remembering that the same event or object may possess more than one meaning.

A summary of the different meanings found in the two resources used during the learning activity.

ANTICIPATED PERFORMANCES

Students will interpret the meaning of the given symbolic event or condition in the target culture.

Students will interpret the meaning of the given symbolic event or condition in their culture.

Students will identify how the given symbolic event or condition differs in meaning for two cultures.

2.1

**DEFINING ACTIVITIES
FOR
CONJUNCTIVE CONCEPTS**

LEARNING CONDITIONS

A teacher who has clarified what he/she means by a concept* to the point that he/she can write an *if and only if* definition for the concept, and one who can present this definition to students fluently. (See illustrative definition, below.)

A teacher who has selected a label appropriate for the concept he/she wishes to teach.

Lesson activity in which the need to acquire a concept is demonstrated on the basis of the topic or idea being learned.

A teacher who has identified and presented *critical dimensions* for the concept to be acquired as *if-then* rules.

A teacher who has identified and presented an example for each *critical dimension* of the concept to be acquired.

A teacher who has analyzed why each example, as presented, illustrates a *critical dimension* of the concept.

A one-page learning resource that includes the following:

An *if and only if* definition for the concept to be acquired.

A *critical dimension* for the concept to be acquired.

A story that illustrates the *critical dimension* given.

Questions that enable students to explain how the story given illustrates the *critical dimension* given.

*Concepts may be conjunctive or disjunctive. Learning conditions and anticipated student performances for using defining sets with conjunctive concepts are presented in 2.1. Following the presentation of learning conditions and anticipated student performances, the concepts of conflict and cooperation are treated as conjunctive concepts and defined for purposes of illustration.

ANTICIPATED PERFORMANCES

Students will explain how the story given exemplifies the *critical dimension* identified.

Students will explain how the story given exemplifies the *if and only if* definition for the concept.

ILLUSTRATIVE DEFINITIONS FOR CONJUNCTIVE CONCEPTS

CONFLICT:

If and only if two or more entities are mutually incompatible, then a condition of conflict exists.

Critical dimensions of conflict are:

If two groups demand control of the same geographic area, then conflict exists; or

If two desires are inconsistent with one another, then conflict exists; or

If two ideas are inconsistent with one another, then conflict exists; or

If two groups of which a person is a member expect inconsistent behavior of that person, then conflict exists.

COOPERATION:

If and only if two or more entities pool resources in order to seek a valued goal, then a condition of cooperation exists.

Critical dimensions of cooperation are:

If two or more entities (persons or groups) pool physical efforts in order to seek a valued goal, then cooperation exists; or

If two or more entities (persons or groups) pool resources, e.g., money, in order to seek a valued goal, then cooperation exists; or

If two or more entities (persons or groups) pool technical know-how in order to seek a valued goal, then cooperation exists.

2.2

**DEFINING ACTIVITIES
FOR
DISJUNCTIVE CONCEPTS**

LEARNING CONDITIONS

A teacher who has clarified what is meant by a disjunctive concept* to the point that he/she can express the *critical attributes* of the concept as if-then statements.

A teacher who has selected a label (word or term) appropriate for the concept he/she wishes to teach.

A teacher who has explained why it is important to learn the concept on the basis of the topic or idea that students are studying.

A teacher who has identified and presented an example of each *critical attribute* for the concept that is to be acquired.

A teacher who has explained why each example, as presented, exemplifies a *critical attribute* of the concept.

A one-page learning resource that contains:

One *critical attribute* for the concept.

One story (a short paragraph) that illustrates the given *critical attribute*.

Questions that enable students to explain how the given story illustrates the given *critical attributes*.

*Following the presentation of learning conditions and anticipated student performances, the concepts of power and social violence are defined as disjunctive concepts for purposes of illustration.

ANTICIPATED PERFORMANCES

Students will explain how the story, as given, illustrates the *critical attribute*, as given, for the disjunctive concept.

ILLUSTRATIVE DEFINITIONS FOR DISJUNCTIVE CONCEPTS

SOCIAL VIOLENCE:

The *critical attributes* for a condition of social violence are:

If a person or group deliberately does physical damage to another person or group, then social violence exists; or

If a person or group deliberately does physical damage to the property of another person or group, then social violence exists; or

If a person or group deliberately damages the well-being and dignity of another person or group, then social violence exists.

POWER:

The *critical attributes* for a condition of power are:

If one or more entities uses rewards in order to control the behavior of another entity, then power exists.

If one or more entities withholds rewards in order to control the behavior of another entity, then power exists.

If one or more entities threatens to do violence and, as a result, controls the behavior of another entity, then power exists.

If one or more entities uses punishment and thereby controls the behavior of another entity, then power exists.

2.3

**PAIRING
ACTIVITIES**

LEARNING CONDITIONS

Two stories, one of which is an *obvious* example and one of which is *not* an example of the concept to be acquired. (This is a pair.)

A teacher who has prepared students to respond to pairing exercises by explaining how each pairing exercise is constructed.

If the concept is conjunctive, a defining guide that students may refer to (transparency or ditto):

The appropriate concept word or term.

The *if and only if* definition for the concept.

The critical dimensions of the concept stated as *if-then* rules.

If the concept is disjunctive, a defining guide that students may refer to:

The appropriate concept word or term.

The critical attributes for the concept stated as *if-then* rules.

Students who have responded correctly to defining set items for the concept.

A teacher who has explained how pairing exercises are to be completed.

ANTICIPATED PERFORMANCES

Students will identify the story that is an obvious example of the concept being taught.

Students will use given criterial attributes and/or critical dimensions in order to justify their response.

2.4

DISCRIMINATION ACTIVITIES

LEARNING CONDITIONS

Four short stories, three of which are *obvious* examples of the concept to be acquired and one of which is *not* an example of the concept.

A teacher who has prepared students to respond to discrimination items by explaining how these exercises are constructed.

If the concept being learned is conjunctive, a defining guide students may refer to:

The appropriate word or term for the concept.

The *if and only if* definition.

The critical dimensions expressed as *if-then* rules.

If the concept being learned is disjunctive, a defining guide students may refer to:

The appropriate word or term for the concept.

The criterial attributes of the concept expressed as *if-then* rules.

Students who have responded correctly to pairing exercises.

A teacher who has explained how discrimination exercises are to be completed.

ANTICIPATED PERFORMANCES

Students will correctly identify the three *obvious* examples, i.e., discriminate.

Students will use given criterial attributes and/or critical dimensions in order to explain why each example they identify may be categorized as an instance of the concept.

2.5

CONCEPTUALIZATION ACTIVITIES

LEARNING CONDITIONS

A set of four stories, three of which are *obvious* examples of the concept being acquired and one of which is not an example of the concept.

A teacher who has prepared students to respond to conceptual exercises by explaining how they are organized.

Students who have responded correctly to discrimination set items.

The word or term which the student has learned to use in order to refer to the concept being acquired.

ANTICIPATED PERFORMANCES

Students will correctly identify the three *obvious* examples of the concept being acquired, i.e., conceptualize.

Students will retrieve criterial attributes and/or critical dimensions from memory in order to justify each selection.

3.1

DIFFERENTIATION ACTIVITIES

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LEARNING CONDITIONS

Two stories, both of which are examples of the concept students are to learn to use. One story illustrates one attribute or dimension. The second story illustrates a second attribute or dimension.*

Students who have successfully completed conceptual exercises for a concept they are to learn to apply.

Students who can cite examples of the concept they are to apply.

A teacher who has prepared students by explaining how differentiation exercises are constructed.

Questions that cue appropriate student responses.

*These examples need not be obvious. Probably the two stories in the first pair for any given concept should be. Other pairs should then be made up of examples that are less obvious but not tricky.

ANTICIPATED PERFORMANCES

Students will explain why each story is an example of the concept.

Students will identify how the two stories are different from one another, i.e., differentiate.

3.2

GENERALIZATION ACTIVITIES

71

61

LEARNING CONDITIONS

Three stories, all of which are examples of the concept students are to learn to apply. Two of the stories illustrate one attribute or dimension. The third story illustrates a second attribute or dimension.

Students who have successfully completed differentiation exercises.

A teacher who has prepared students by explaining how generalization exercises are constructed.

Instructions to the effect that the first two stories are so similar one might treat these as equivalent whereas the third story is quite different from the first two.

Questions that cue appropriate student responses.

ANTICIPATED PERFORMANCES

Students will explain why each story is an example of the concept.

Students will list those elements of the first two stories that make them quite similar.

Students will indicate how the third example differs from the first two, i.e., generalize.

3.3

COMPARISON ACTIVITIES

75

LEARNING CONDITIONS

Four short narrative stories, all of which are examples of a concept and information to this effect.

Two stories, marked with a plus sign (+), that stress one critical dimension or criterial attribute for a concept.

Two stories, marked with a zero (0), that illustrate a second critical dimension or criterial attribute for a concept.

Questions that cue appropriate student responses.

ANTICIPATED PERFORMANCES

Students will explain how the two stories marked with a plus sign (+) are similar.

Students will explain how the two stories marked with zeros (0) are similar.

Students will explain how the two stories marked with a plus sign (+) are different, in general, from the two stories marked with zeros (0), i.e., compare.

3.4

CONTEXTUAL ACTIVITIES

79

LEARNING CONDITIONS

A narrative description of human behavior containing at least four incidents that may be categorized as instances of the concept students are to apply.*

Students who have responded accurately to generalization and comparison exercises.

Students who have responded accurately to specific questions related to the narrative description.

Teacher directions:

Adequate for students to function successfully in groups of four or five.

Designating the incidents that are illustrations of the concept students are learning to apply.

Students organized in groups of five or six.

Questions that cue appropriate student behaviors.

*These may be thought of as short stories, two-to-four pages in length. However, actual historical or current events accounts may be selected and used.

ANTICIPATED PERFORMANCES

Students will explain why each incident may be categorized as an example of the concept they have acquired, using criterial attributes and/or critical dimensions of the concept.

Students will use the context within which incidents occur in order to explain why each incident may be categorized as an example of the concept.

4.1

**RULE
EXERCISES**

LEARNING CONDITIONS

A narrative describing a social situation that may be interpreted using a concept chain, e.g., if leadership, then power.* (Concept chains are usually referred to as rules, rules that may be used when one wishes to understand or explain an occurrence. This exercise, as well as the rule-learning exercises that follow, are designed to teach concept chains as *correlational constructs*. This means one may transpose the example, "If leadership, then power," to read, "If power, then leadership," without changing the meaning of the statement.)

Four statements, one of which is a *translation* of the concept chain to be learned. (The chain, "If power, then leadership," might be *translated* to read, "Since José owned the only good soccer ball in the neighborhood, he was frequently asked to serve as captain of his team.")

A teacher who has explained:

Why rule learning is important.

How rule exercises are constructed.

Student readiness to learn the concept chain:

Students understand the verbal information presented in the narrative.

Students have acquired the two concepts in the concept chain.

Students have learned to apply the two concepts in the concept chain.

Questions and/or directions to cue appropriate student responses.

*The length of narratives for rule exercises varies. Typically, they are about one typed page in length. The narrative may describe an actual event or be constructed as a hypothetical situation. If the narratives are constructed as hypothetical situations, they should possess cultural validity, i.e., be consistent with patterns of behavior within the culture and society providing the context for the situation.

ANTICIPATED PERFORMANCES

Students will identify the statement which most accurately interprets the social situation.

Students will explain why this statement provides an appropriate interpretation of the social situation.

4.2

NARRATIVE ACTIVITIES

LEARNING CONDITIONS

A concept chain, e.g., if conflict, then violence.

Student readiness to use the concept chain presented:

Students can transpose and/or translate the rule presented.

Students have acquired the two concepts presented in the concept chain.

Students have practiced using each of the two concepts in the concept chain.

Four narrative presentations, in the guise of stories, one which illustrates the first concept in the chain; a second which illustrates the second concept; a third which illustrates a co-ordinate concept;* and a fourth which may be appropriately interpreted using the concept chain. (Each narrative requires one paragraph and, if possible, it is well to have all four stories appear on one page.)

Students organized in groups of five or six.

Questions and/or directions that cue appropriate student responses.

*A co-ordinate concept is a concept frequently associated with the two concepts that form the chain being taught. For example, polarization is frequently found in association with conflict and violence, the two concepts used to construct the chain, "If conflict, then violence."

ANTICIPATED PERFORMANCES

Students will select the story that illustrates the first concept in the concept chain and explain their selection.

Students will select the story that illustrates the second concept in the concept chain and explain their selection.

Students will select the story that illustrates the concept chain.

Students will explain how the story selected illustrates the concept chain.

4.3

EVALUATIVE ACTIVITIES

LEARNING CONDITIONS

A concept chain, e.g., if interaction, then assimilation.

Student readiness to use the concept chain presented:

Students can transpose and/or translate the rule presented.

Students have acquired the two concepts in the concept chain.

Students have learned to apply the two concepts in the concept chain.

Students have practiced using the concept chain in order to explain narrative presentations of human behavior.

A narrative presentation* describing the behavior of a person or group having two characteristics:

At least one element of the behavior described can be interpreted using the given concept chain.

At least one element of the behavior described cannot be interpreted using the given rule.

Questions and/or directions that cue appropriate student responses.

Students organized in small groups of four or five.

*This narrative usually requires one or two typed pages.

ANTICIPATED PERFORMANCES

Students will select the element of the narrative presentation that can be explained using the rule given, i.e., the concept chain at the focus of study.

Students will explain how the element selected is consistent with the rule.

Students will explain why the inconsistent element does not fit the rule at the focus of study, i.e., evaluate.

4.4

PREDICTIVE ACTIVITIES

LEARNING CONDITIONS

An incomplete narrative presentation of human behavior which illustrates one of the two concepts in a concept chain students have acquired.

Student readiness to respond to predictive sets:

Students have completed rule exercises using the concept chain at the focus of study.

Students have successfully completed narrative exercises using the concept chain at the focus of study.

Students have completed evaluative exercises using the concept chain at the focus of study.

Inserted questions or direction, according to which students predict how the behavior initiated in the incomplete narrative will *probably* be culminated.*

Students organized in groups of five or six.

A narrative presentation which completes the incomplete narrative presentation students used as a basis for prediction.

Questions or directions students use to assess the validity of their prediction.

*Most of these exercises should be consistent with the rule being taught. One of the exercises, however, should be inconsistent with the rule and placed as number 2, number 3, or number 4 in a learning sequence of four exercises. (Since the questions used here are placed between the two narrative presentations, they are called "inserted questions" or "adjunct solicitations.")

ANTICIPATED PERFORMANCES

Students will use conditions given in the first narrative in order to frame a prediction for the second narrative presentation.

Students will determine whether or not they predicted accurately.

If students predicted incorrectly, they will hypothesize reasons as to why the expected correlation was not found.

4.5

GEOMETRIC ACTIVITIES

LEARNING CONDITIONS

A universe of four concept chains, stated as simple *if-then* chains or translated into generalizations.

Students who have learned to use each of the four concept chains presented: i.e., students who have successfully completed rule sets, narrative sets, evaluative sets, and predictive sets for each of the concept chains.

A universe of factual data consisting of fifteen-to-twenty statements of fact, most of which are consistent with only one of the four rules given.

Questions and/or directions to cue appropriate student responses.

Students organized in groups of five or six.

ANTICIPATED PERFORMANCES

Students will select the rule which best interprets the given data.

Students will explain how the rule selected fits data given.

5.1
POLICY
ACTIVITIES

LEARNING CONDITIONS

A narrative describing a social situation:*

That may be interpreted using concept chains the student has learned to apply.

That requires a decision to be made.

That provides sufficient information for role-taking to occur. (Sufficient information is given for the student to attempt to *take the role* of the person or persons presented in the social situation.)

Three to five options (policies), only one of which is germane to the situation as given.

Questions and directions to structure and cue appropriate student behavior.

*Usually, two or three paragraphs.

ANTICIPATED PERFORMANCES

Students will comprehend the situation and the choices given, as demonstrated by responses to questions.

Students will correctly identify the policy that is germane to the given situation.

Students will explain how the policy identified is germane to the given situation.

POLICY ACTIVITIES DEPICTED

A person or group confronts
a social problem.

+

Four Options

- A. _____
B. _____
C. _____
D. _____

=

Student selects the
ONE option that is
related to the
social problem.

5.2

CONSEQUENTIAL ACTIVITIES

107

LEARNING CONDITIONS

A narrative describing a social situation:

That may be interpreted using concept chains that the student has learned to apply.

That presents a problem a person or group must resolve.

That contains sufficient information for role-taking to occur.

For which a decision has been made.

Four sets of likely results, only one set of which is likely to follow from the decision given in the given situation.*

Questions to structure and cue appropriate student behaviors.

*Three or four likely effects constitute a set of consequences. (Suppose a group decides to frustrate the ambition of another group in order to achieve status. If the first group so acts, this decision may result in violence, polarization, conflict, etc. The conditions of violence, polarization, and conflict would constitute a set.)

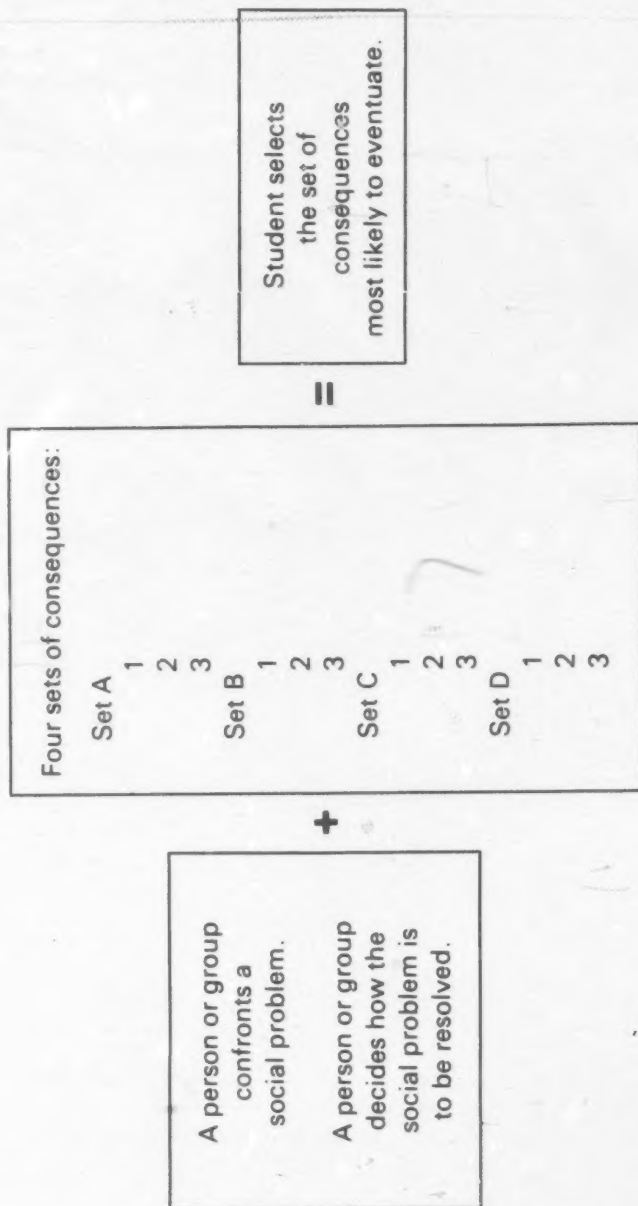
ANTICIPATED PERFORMANCES

Students will comprehend the given situation, the given decision, and the given consequential sets, as determined by student responses to specific questions.

Students will correctly identify the set of consequences likely to occur as a result of the decision.

Students will explain why each consequence in the correct set is likely to occur.

CONSEQUENTIAL ACTIVITIES DEPICTED



5.3

OUTCOME ACTIVITIES

LEARNING CONDITIONS

An outcome or goal that a person or group wishes to achieve, e.g., to provide technological assistance to a group.

A narrative description of a social situation:

In which a decision must be made.

That may be interpreted using concept chains the student has learned to use.

That provides sufficient information for role-taking to occur.

A set of three or four policies, only one of which is likely to yield the desired outcome.

Questions and directions to structure and cue appropriate student responses.

ANTICIPATED PERFORMANCES

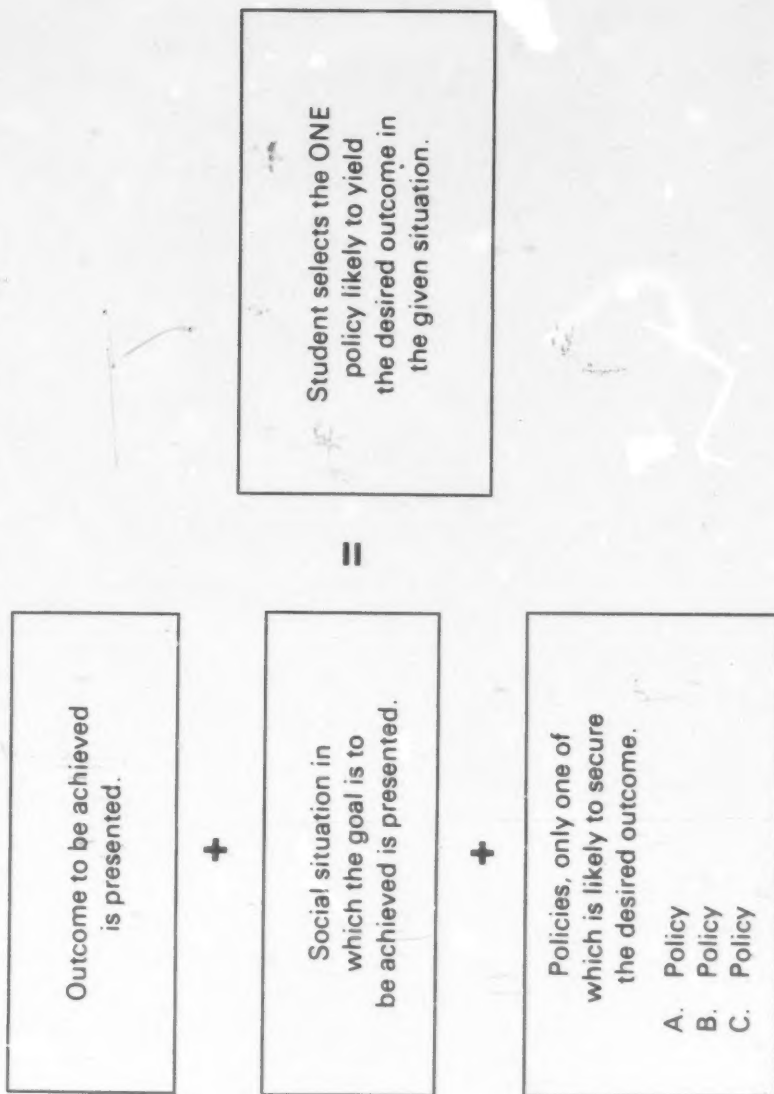
Students will comprehend the desired outcome, as demonstrated by their ability to paraphrase the outcome desired.

Students will comprehend the narrative and the set of policies, as demonstrated by responses to questions.

Students will identify the policy most likely to yield the desired outcome.

Students will explain why this policy is likely to yield the desired effect.

OUTCOME ACTIVITIES DEPICTED



5.4

CRITERIAL ACTIVITIES

LEARNING CONDITIONS

A criterion to be used in order to make a decision, e.g., survival is the greatest good or loyalty is the greatest good.*

A narrative description of a social situation:

That may be interpreted using concept chains that the student has learned to use.

That provides sufficient information for role-taking.

In which a decision is to be made.

Three-to-five options, all of which are germane to the situation but only *one* of which is consistent with the given criterion.

Questions to structure and cue appropriate student behavior.

*A criterion differs from an outcome in that a criterial statement is abstract whereas an outcome is concrete.

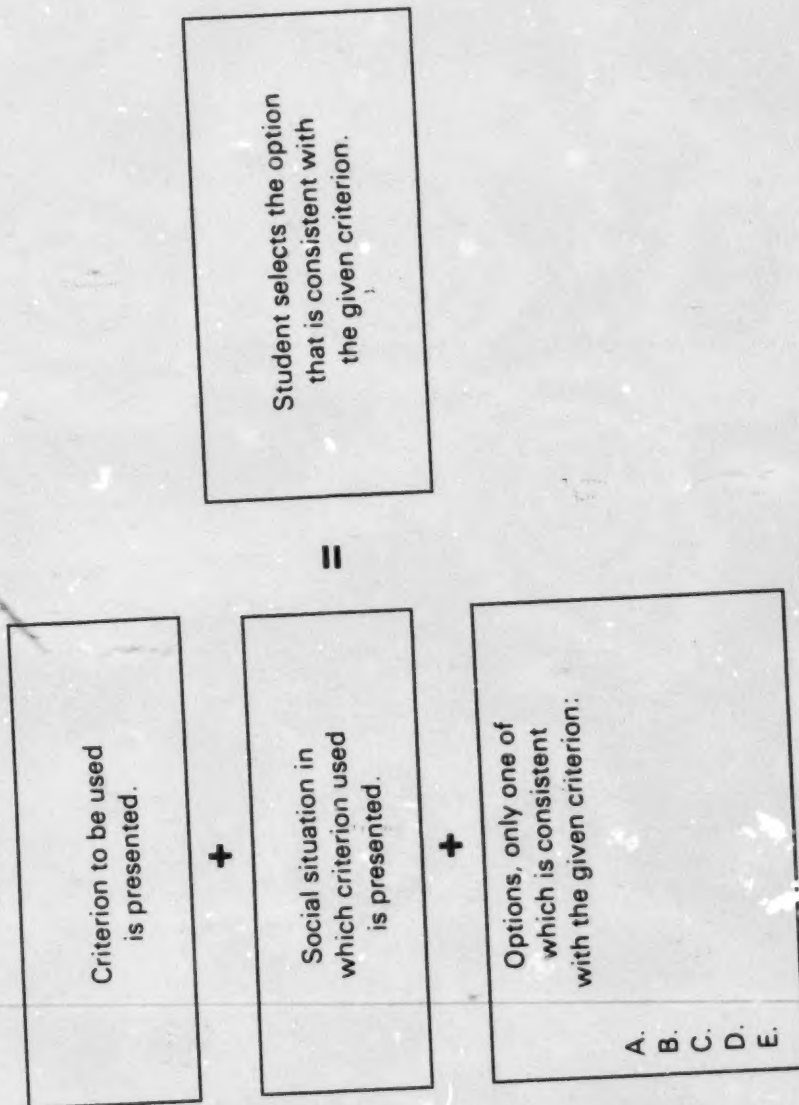
ANTICIPATED PERFORMANCES

Students will comprehend the given criterion, as evidenced by their ability to paraphrase it in their own words.

Students will comprehend the given situation and policies, as demonstrated by their responses to questions.

Students will identify the option consistent with the given criterion.

Students will explain why the option selected is consistent with the given criterion.

CRITERIAL ACTIVITIES DEPICTED

5.5
EMOTIVE
ACTIVITIES

101

119

LEARNING CONDITIONS

A narrative description of a social situation, in which an individual or a group is experiencing an overwhelming emotional state, e.g., rage.

Students who have learned to use the concept chains necessary to comprehend the given social situation.

A set of policies that might be used in order to resolve the given situation by making a decision, all of which are germane to the situation but only one of which is likely to be adopted given the emotional state being experienced.

Questions to structure and cue appropriate student responses.

ANTICIPATED PERFORMANCES

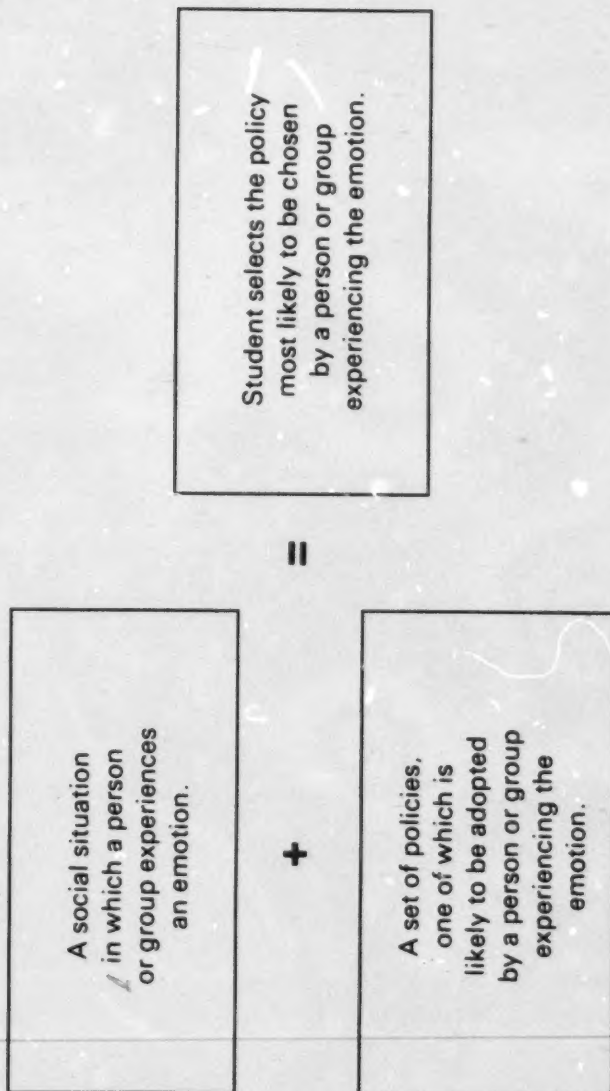
Students will comprehend the given emotional state, as evidenced by their ability to cite examples of the given emotional state.

Students will comprehend the given situation and alternatives, as demonstrated by responses to specific questions.

Students will correctly identify the policy likely to eventuate as a result of the given emotional state.

Students will explain why the policy they identify is likely to be opted for as a result of the given emotional state.

EMOTIVE ACTIVITIES DEPICTED



6.1

FORCED-CHOICE ACTIVITIES

105

123

LEARNING CONDITIONS

A narrative describing or presenting a social situation in which a decision is to be made.

A social situation containing sufficient information for students to engage in role-taking.

A set of three-to-five homogeneous options (all are good or all are bad) that might be adopted in order to resolve the situation.

Students who have:

Practiced using valuing skills in contexts similar to the given social situation.

Practiced using the concepts and concept chains necessary to comprehend the situation and alternatives.

Responded individually to a reaction guide structured to cue appropriate student responses, i.e., students *must* choose one of the given options.

Students arranged in groups of five or six and instructed to seek consensus.

A group reaction guide that students may use in order to complete the assigned task.

ANTICIPATED PERFORMANCES

Students will process information.

Students will categorize incidents using previously acquired concepts.

Students will interpret the situation using previously acquired rules.

Students will share personal preferences.

Students will anticipate consequences.

Students will identify judgmental criteria.

Students will state imperatives, i.e., state what might be done, what should be done, what ought not to be done, etc.

Students will share feelings.

FORCED-CHOICE FORMAT REACTION GUIDE DEPICTED*

Summarize the social situation in your own words.

My options are:

- A. To _____
- B. To _____
- C. To _____
- D. To _____

I believe the best policy is: To _____

I believe this is the best policy because _____

*In order to convert the individual reaction model to a group reaction model, translate the words *my* to *our* and *I* to *we*.

6.2
AFFIRMATIVE
ACTIVITIES

109

127

LEARNING CONDITIONS

A narrative describing or presenting a social situation:

In which a decision is to be made

Containing sufficient information for students to engage in role-taking.

That is open-ended, i.e., students must invent a policy by which the situation might be resolved.

Students who have:

Practiced using valuing skills in contexts similar to the given social situation.

Practiced using the rules and concepts necessary to comprehend the given social situation.

Responded individually to a reaction guide structured to cue appropriate student responses and made a decision which they record and justify.

Students arranged in groups of five or six and instructed to seek consensus.

A group reaction guide that students may use in order to complete the assigned task.

ANTICIPATED PERFORMANCES

Students will process information.

Students will categorize incidents using previously acquired concepts.

Students will interpret the situation using previously acquired rules.

Students will share personal preferences.

Students will anticipate consequences.

Students will identify judgmental criteria.

Students will state imperatives.

Students will share feelings.

AFFIRMATIVE FORMAT REACTION GUIDE DEPICTED*

In your own words, summarize the social situation presented in the story you read. _____

In *my* judgment, the best thing to do is: To _____

My basis for believing this is best is: _____

*In order to convert this model for group use, substitute the word *our* for *my*.

6.3

RANK-ORDER ACTIVITIES

LEARNING CONDITIONS

A narrative describing a social situation in which a decision is to be made.

A social situation containing sufficient information for students to engage in role-taking.

A set of five or more options that might be applied in this situation, all of which are homogeneous—

All may be policy statements.

All may be desired outcomes.

All may be probable consequences.

All may be judgmental criteria.

All may be emotional states, e.g., rage.

Students who have:

Practiced using valuing skills in contexts similar to the given social situation and alternatives.

Practiced using the rules and concepts necessary to comprehend the rank-order exercise.

Responded individually to a reaction guide structured to cue appropriate student responses, i.e., students must rank the given options from best to worst or from worst to best.

Students who are arranged in groups of five or six and instructed to seek consensus.

A group reaction guide that students may use in order to complete the assigned task.

ANTICIPATED PERFORMANCES

Students will process information.

Students will categorize incidents using previously acquired concepts.

Students will interpret the situation using previously acquired rules.

Students will share preferences.

Students will anticipate consequences.

Students will identify judgmental activities.

Students will state imperatives.

Students will share feelings.

RANK-ORDER FORMAT REACTION GUIDE DEPICTED

Summarize the social situation in your own words:

Rank the following policies from best to worst. Place a "1" by the best option, a "2" by the next best option, and so on until you have ranked each option.

- _____ Option A
- _____ Option B
- _____ Option C
- _____ Option D
- _____ Option E
- _____ Option F

6.4

CLASSIFICATION ACTIVITIES

117

135

LEARNING CONDITIONS

A narrative describing or presenting a social situation in which a decision is to be made.

A social situation that provides sufficient information for role-taking to occur.

A set of at least nine options, all of which are homogeneous—policies, outcomes, judgmental criteria, or emotional states.

Students who have:

Practiced using valuing skills in contexts similar to the given social situation and alternatives.

Practiced using the rules and concepts necessary to comprehend the given social situation and options.

Individually, rank-ordered the options provided from best to worst.

Students who are arranged in groups of five or six and instructed to seek consensus.

A group reaction guide that students may use in order to select the three best options (i.e., classify them); to identify a list of potential benefits likely to accrue from the adoption of these options; and to invent or identify a criterion justifying the harmful effects risked.

A group reaction guide students may use in order to select the three worst options, identify a list of desirable benefits lost by rejecting these options, and to invent or identify a criterion that justifies rejecting these benefits.

ANTICIPATED PERFORMANCES

Students will process information.

Students will categorize incidents using previously acquired concepts.

Students will interpret the situation using previously acquired rules.

CLASSIFICATION FORMAT REACTION GUIDE DEPICTED

The three best policies are:

- A. To _____
 B. To _____
 C. To _____

Good consequences likely to follow from the adoption of these policies are:

1. _____
2. _____
3. _____
4. _____
5. _____

Bad consequences likely to follow from the adoption of these policies are:

1. _____
2. _____
3. _____
4. _____
5. _____

Suppose someone asked your group to justify risking the bad consequences you have identified. If this occurred, what basis would you use to argue that your decision is a good one? _____

- _____
- _____
- _____
- _____

6.5

CRITERION ACTIVITIES

121

139

LEARNING CONDITIONS

A narrative describing a social situation:

For which a number of policies are to be selected or rejected.

That provides sufficient information for role-taking to occur.

Three universes that students encounter in the following sequence:

First, a universe of three or four judgmental criteria.

Second, a universe of policies, usually three-to-five, each of which is to be accepted or rejected by students.

Third, a universe of thirty-to-fifty consequences, some desirable and some undesirable that might result from each of the policies in the second universe.

Students who have:

Used valuing skills in social contexts similar to the given social situation.

Acquired and practiced using the rules and concepts necessary to comprehend the given social situation.

A teacher who has explained procedures students are to follow.*

Students who are organized into small groups of four or five.

*First, prior to seeing the list of policies, students select the best criteria. Second, prior to seeing the list of consequences, students adopt or reject each policy according to the criterion they selected. Finally, students identify the *harmful* consequences likely to eventuate from policies they adopted and the desirable consequences *lost* as a result of the policies they rejected.

ANTICIPATED PERFORMANCES

Students will process information.

Students will categorize incidents using previously acquired concepts.

Students will interpret the situation using previously acquired rules.

Students will share preferences.

Students will anticipate consequences.

Students will identify judgmental criteria.

Students will state imperatives.

Students will share feelings.

APPENDICES

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APPENDIX A

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CROSS-CULTURAL DIMENSIONS AND LEARNING ACTIVITIES

1.0 Information-Processing Skill

- 1.1 Acquisition activities
- 1.2 Searching activities
- 1.3 Valuational activities
- 1.4 Contrast activities
- 1.5 Role activities
- 1.6 Stereotypic activities
- 1.7 Sorting activities
- 1.8 Inferential activities
- 1.9 Confrontation activities

2.0 Concept-Acquisition Skill

- 2.1 Defining activities for conjunctive concepts
- 2.2 Defining activities for disjunctive concepts
- 2.3 Pairing activities
- 2.4 Discrimination activities
- 2.5 Conceptualization activities

3.0 Concept-Application Skill

- 3.1 Differentiation activities
- 3.2 Generalization activities
- 3.3 Comparison activities
- 3.4 Contextual activities

4.0 Rule-Learning Skill

- 4.1 Rule activities
- 4.2 Narrative activities
- 4.3 Evaluative activities
- 4.4 Predictive activities
- 4.5 Geometric activities

5.0 Valuing Skill

- 5.1 Policy activities
- 5.2 Consequential activities
- 5.3 Outcome activities
- 5.4 Criterial activities
- 5.5 Emotive activities

6.0 Decision-Making Skill

- 6.1 Forced-choice activities
- 6.2 Affirmative activities
- 6.3 Rank-order activities
- 6.4 Classification activities
- 6.5 Criterion activities

ILLUSTRATIONS
MARK D. PROUSE

LAYOUT AND COVER DESIGN
JAN MILLSAPPS

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CONSORTIUM OF LATIN AMERICAN STUDIES PROGRAMS (CLASP) 1975

The Consortium is the national organization of institutions of higher education offering study related to Latin America and is in effect the institutional arm of LASA. Formed in the fall of 1968, the Consortium provides the institutional dimension for the realization of the educational purposes of the Association. Cooperative activities are arranged through the Steering Committee of the Consortium, while liaison is maintained through the Executive Secretariat which serves both organizations.

Steering Committee

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Eugenio Chang-Rodríguez, Queens College/CUNY
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Philip F. Flemion, San Diego State University
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